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ABSTRACT

As part of a social studies instruction improvement program, measurement instruments were developed to measure attitudes of and evaluate courses for teachers and students in grades 3-12. The measurement instruments presented are surveys used in the social studies program. The purposes of the improvement project are to use the multimedia approach to learning; to emphasize sequential learning; to reduce the expository nature of teaching methods; to shift to a learner-centered classroom, to instructional materials of an inquiry-oriented nature, to an action-centered curriculum; and to emphasize the processes of locating rather than memorizing secondary information. The objectives, both cognitive and affective, of the program are enumerated, as are the criteria for evaluating printed and audio-visual instructional materials. A card used to record instructional material evaluation scores is reproduced. A student attitude survey, corresponding to the affective objectives of the course, is presented in its pre- and post-test forms. A course evaluation form is offered for teacher use. Copies of teacher and student questionnaires for use after completion of each unit are provided. (KSM)

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Title III, ESEA

A Program to Improve Social Studies Instruction
in the Ottumwa Community Schools

Surveys, Grades 3-12, Measurement Instruments
Project #1009

A. Criteria for Evaluating Instructional Materials

B. Instructional Materials Evaluation Card

C. Student Attitude Survey (1)

D. Student Attitude Survey (2)

E. Course Evaluation Form

F. Teacher Questionnaire

G. Student Questionnaire

Describes some instruments used to measure attitudes and course evaluation.

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BASIC PURPOSE OF PROJECT SOCIAL STUDIES #1009,
TITLE III, ESEA PROPOSAL:

A PROGRAM TO IMPROVE SOCIAL STUDIES INSTRUCTION
IN THE OTTUMWA SCHOOLS

As stated in the original proposal, the purpose of this project is to:

1. Use the multi-media approach to learning

2. Emphasize sequential learning and shift away from the accumulation of facts for their own sake, by helping students to see relationships and inferences between these facts

3. Reduce the expository nature of our teaching methods and course offerings

4. Shift the emphasis from the teacher-dominated classroom to the learner-centered classroom--change teacher behavior

5. Shift to more up-to-date and relevant instructional materials of an inquiry-oriented nature

6. Shift to a curriculum which will be action-centered and provide for maximum involvement of students

7. Emphasize the processes by which a person can locate information or data, rather than the mere memorization of secondary information

CRITERIA FOR EVALUATION OF K-12 SOCIAL STUDIES

Ottumwa Community Schools

1. Does it introduce boys and girls in elementary schools to the world through study of families and communities in several parts of the world?

2. Does it include a study of the neighborhood?

3. Does it accent urbanization throughout the program?

4. Does it include materials on minority groups?

5. Does it include a study of the "space-age" community?

6. Does it provide different approaches to the study of the United States?

7. Does it include economics at many points, including the economic activities of families and communities?

8. Does it include studies in anthropology and sociology in both the elementary and secondary levels?

9. Does it include in-depth studies in the different social studies disciplines including geography, history, government, sociology, anthropology, economics, and psychology?

10. Does it emphasize the problem-solving or inquiry approach throughout?

OBJECTIVES

I. For Students

A. Cognitive Objective:

After one year of academic instruction, in a course of study utilizing inquiry-oriented materials and methods, the student will demonstrate a significant improvement in his ability to grasp relationships and inferences between a given set of facts as determined by the pre/post CTB Test of Social Studies Processes.*

B. Affective Objectives:

1. After one year of academic instruction utilizing inquiry oriented materials and methods, there will be a significant increase in the number of students who feel that they can express their opinions freely and openly as evidenced by a pre/post attitudinal survey of the students, administered both to a control group and to an experimental group.

2. After one year of academic instruction, utilizing inquiry-oriented materials and methods, there will be a significant increase in the student interest level in social studies, as evidenced by a pre/post attitudinal survey of the students, administered both to a control group and to an experimental group.

II. For Teachers

After one year of academic instruction utilizing inquiry materials and methods, and working with the Guided Self-Analysis System, there will be a significant improvement in teacher performance as reflected in the Teacher Profiles of the Guided Self-Analysis System for Professional Development Education Series, Schedules A, B, C, and D.

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*Copy of one level of CTB Test is included in the appendix of this report

CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

(These criteria apply to printed and audio-visual materials)

1. Does the content and scope meet the purpose or objective for which it was intended?
2. Are the facts and concepts suitable for the educational and/or experimental level of the student?
3. Is it too wordy? Are the audio and/or visual components clear and artistically done?
4. Does it appeal to the student? Can it hold his attention?
5. Is it the best means available to meet the objective?
6. Is the length of the presentation satisfactory to meet the objectives?
7. Is the material to be used available at the appropriate time?
8. Are supplementary materials available that can be used with the presentation?
9. Will the materials be available for absentees upon their return?
10. If cost is involved, can you afford it?
11. Has the presentation been used before? Has it been overused?
12. Will the presentation infringe upon other courses of study?

Evaluative Point System

Superior	6 points
Excellent	5 points
Very Good	4 points
Good	3 points
Fair	2 points
Poor	1 point

Points will be assigned each of the twelve criteria in accordance with the expressed purpose or objective to be attained. Cumulative point totals will be ascertained and assigned to materials used or examined, with explanatory remarks where necessary or helpful.

INSTRUCTIONAL MATERIALS EVALUATION CARD

(for file)

Slide___ Tape___ Subject Area_____
Record___ Filmstrip___
Motion Picture___

TITLE:_____

LENGTH:_____

Evaluation (Use Evaluative Criteria):

Total Point Average:
Points for each item: 1___, 2___, 3___, 4___, 5___,
6____, 7____, 8____, 9____, 10____, 11____, 12____

Comments:

STUDENT ATTITUDE SURVEY
(Pre-Test, Objective I-B)

Using the following scale, please reply to the following statements:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

____1. I have learned a great deal from my Social Studies classes

____2. I have been given the opportunity by my Social Studies teachers to express myself

____3. I have enjoyed taking most of the Social Studies courses that have been offered

____4. Most of the materials used in Social Studies classes are not too difficult to understand

____5. There is usually only one correct solution to a problem

____6. In my past Social Studies classes, I have always felt free to express my opinion, as long as I respected the rights of others

____7. Social Studies classes are boring

____8. Students don't get a chance to express their opinions in Social Studies classes

- -

9. Social Studies courses I have taken have been (check as many as you wish):

____difficult
____well-organized
____interesting
____dominated by the teacher
____exciting
____confusing
____thought-provoking
____full of ideas
____enjoyable
____important
____complicated

STUDENT ATTITUDE SURVEY (cont.)

10. The Social Studies classes you have taken have been:

____cooperative
____thoughtful
____boring
____disorderly
____talkative
____restless
____involved
____active
____students don't get a chance to express themselves without being bawled out

11. In the Social Studies courses you have taken so far, would you say that:

____a few students have done most of the talking
____the teacher has done most of the talking
____the teacher and a few students have done most of the talking
____everyone (both teachers and students) has participated about equally

12. How much have you talked in your Social Studies courses so far?

____very little
____some
____a moderate amount
____a lot

13. The most difficult things to do in Social Studies courses are:

____read the material and understand it
____express my own opinion
____write essays, reports, etc.
____examine pictures and maps for evidence
____participate in and understand group discussion
____debate
____understand the point of the trials, games, and other activities

14. Check the things which you feel have helped you learn the most in Social Studies (you may add to these, if you like)

____having a debate
____having an election
____listening to the opinions of others
____having a trial
____working in small groups
____having a class discussion
____having a lecture by the teacher
____reading the materials
____examining pictures, maps, slides, etc.
____hearing tape recordings or records
____viewing motion pictures
____writing essays
____having a chance to express your own opinion
____being treated as a responsible person

STUDENT ATTITUDE SURVEY (cont.)

15. On a scale of 1 to 5 with 1 being strongly disliked and 5 being strongly liked, please rate the subjects you have had during your school career. Do not answer those that don't apply.

1 - strongly disliked
2 - disliked
3 - so-so
4 - liked
5 - strongly liked

a. science____

b. music____

c. social studies____

d. art____

e. mathematics____

f. physical education____

g. English____

h. foreign language____

i. vocational training and industrial arts____

j. home economics____

k. business education____

l. driver education____

16. Add any comments you would like to make

STUDENT ATTITUDE SURVEY
(Post-Test, Objectives I-B)

Using the following scale, please reply to the following statements:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

____1. I have learned a great deal in this Social Studies class

____2. In this class I have been given the opportunity by the teacher to express myself

____3. I have enjoyed this class

____4. Most of the materials used in this class are not too difficult to understand

____5. There is usually only one correct solution to a problem

____6. In this class, I have always felt free to express my opinion, as long as I respected the rights of others

____7. This class is boring

____8. Students don't get a chance to express their opinions in this class

- -

9. This class has been: (check as many as you wish):

____difficult
____well-organized
____interesting
____dominated by the teacher
____exciting
____confusing
____thought-provoking
____long
____full of ideas
____enjoyable
____important
____complicated
____boring

STUDENT ATTITUDE SURVEY (cont.)

10. This class has been:

____cooperative
____thoughtful
____boring
____disorderly
____exciting
____talkative
____restless
____interesting
____involved
____active
____dominated by the teacher
____students don't get a chance to express themselves without being bawled out

11. In this class, would you say that:

____a few students have done most of the talking
____the teacher has done most of the talking
____the teacher and a few students have done most of the talking
____everyone (both teachers and students) has participated about equally

12. How much have you talked in this class:

____very little
____some
____a moderate amount
____a lot

13. The most difficult things to do in this course were:

____read the material and understand it
____express my own opinion
____write essays, reports, etc.
____examine pictures and maps for evidence
____participate in and understand group discussion
____debate
____understand the point of trials, games, and other activities

14. Check the things which you feel have helped you learn the most in this course (you may add to these, if you like)

____having a debate
____having an election
____listening to the opinions of others
____having a trial
____working in small groups
____having a class discussion

(cont.)

STUDENT ATTITUDE SURVEY (cont.)

14. (cont.)

____having a lecture by the teacher
____reading the materials
____examining pictures, maps, slides
____hearing records or tape recordings
____viewing motion pictures
____writing essays
____having a chance to express my opinion
____being treated as a responsible person

15. On a scale of 1 to 5 with 1 being strongly disliked and 5 being strongly liked, please rate the subjects you have had during your school career. Do not answer those that don't apply.

1. strongly disliked
2. disliked
3. so-so
4. liked
5. strongly liked

a. science____

b. music ___

c. social studies____

d. art____

e. mathematics____

f. physical education____

g. English

h. foreign language____

i. vocational training and industrial arts____

j. home economics____

k. business education____

l. driver education____

16. Add any comments you would like to make.

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COURSE EVALUATION FORM

Name of Project_____

Specific Units or Books Covered_____

Teacher_____ School_____ Date_____

This evaluation form is to be filled out after completing an entire curriculum project or the designated course of study. Some of the questions will require only a yes or no response but elaborate on the items which would be important to the overall course evaluation.

I. How worthwhile were the course activities?

A. What type of objectives were stressed? (i.e., knowledge, attitude, skills)

B. Were the objectives consistent with:
a) what the authors of the course stated as important?

b) what you as teachers think important?

c) what will be required of the student for participant citizenship?

d) what will be expected of the student in future course work?

C. Does the student's terminal behavior reflect the stated goals of the course?

D. What aspects of the course contributed best to the course objectives? (i.e., materials, methods, instructional aids, etc.)

E. What aspects of the course contributed least to the course objectives? (i.e., materials, methods, instructional aids, etc.)

F. How does this course compare in quality with others you have taught?

G. Would learning be better if the sequence of activities were changed? (elaborate)

II. How appropriate were reading materials?

A. Was the format of the material appealing?

B. Are the readings clearly written and appropriate for the intended grade level?

C. Is the amount of reading appropriate for the attainment of the course objectives?

III. How appropriate were the instructional aids?

A. What limitations do the instructional aids have?

B. In what way could the student materials be better utilized?

C. In what way could the Audio-Visual materials be better utilized?

IV. How appropriate were the teacher guidelines for the course?

A. Did they clarify the course objectives?

B. Did they provide variety in learning activities?

C. Did they stifle creativity by providing too much direction?

D. Did the teacher's guide provide the necessary subject background to teach each course?

E. Did the guide provide supplementary materials for different levels of ability?

V. Was the course content appropriate for the stated grade level?

A. Could more or less time be effectively spent on the course?

B. If tests were provided, do they actually measure the objectives of the course?

V. (cont.)

C. What activities or units of the course did the students find most interesting?

D. What activities or units of the course did you as teacher find most interesting?

E. What are five of the most important things the students learned from the course?

VI. Is this the theme and content that should be taught at this grade level?

A. If the course was not adopted, what activities would you want to preserve?

B. How would the above activities be integrated into a social studies framework at your grade level?

C. Could you suggest how the worthwhile activities might be used at other grade levels?

VII. What overarching conceptual framework or organizing principle did the course contain?

VIII. Comments (other strengths or weaknesses of the course)

TEACHER QUESTIONNAIRE (Unit or Activity)

Name of Project_____ Name of Activity_____

Teacher_____ School_____ Date_____

This questionnaire is to be filled out after completing a discernable segment of course content. This will probably be an activity or unit from the project materials. After each Roman numeral (II - V) fill in the scale describing the relative importance of each item. One is the lowest and four is the highest. The alternatives which follow will be used to complete the numbered items. Use the letter E for any items which do not apply to your activity.

A	Never
B	Seldom
C	Often
D	Always
E	Not appropriate

I. The length of the activity (____ periods)
1.____More time could have been effectively spent
2.____Less time could have been effectively spent
3.____The time spent equalled the importance of the activity

II. The motivational level of the activity (low = = = = high)
1 2 3 4
1.____Motivation was inherent in the materials
2.____Motivation was teacher-induced
3.____The activity involved most of the students
4.____The activity challenged the brightest students
5.____The activity challenged the slowest students
6.____The activity format and design was appealing

III. The clarity of curriculum intent (low = = = = high)
1 2 3 4
1.____The activity objectives were explicit
2.____The activity objectives were achievable
3.____The teaching procedures were explicit
4.____The teaching procedures were workable
5.____The teaching procedures complimented the activity objectives
6.____The objectives were realistic given the teacher's background
7.____The teaching procedures were realistic given the teacher's background
8.____The objectives were realistic given the student background
9.____The teaching procedures were realistic given the student background

IV. Level of student thought (low = = = = high)
1 2 3 4
1.____The activity was student-centered
2.____The activity was subject-centered
3.____The reading level was appropriate for the students
4.____The student directions and guidelines were clearly stated
5.____The A-V materials were effective

V. Ease of implementation (low = = = = high)
1 2 3 4

1.____Teacher background materials were provided
2.____The teaching methods were varied
3.____The materials provided for teacher creativity
4.____The questioning strategies raised the level of student thought
5.____The activity was developmental within a larger course structure

VI. List the major concepts and/or generalizations dealt with in the activity

1.
2.
3.
4.
5.

VII. Comments (i.e., other strengths or weaknesses of the activity)

STUDENT QUESTIONNAIRE (Unit or Activity)

Name of Project_____ Name of Activity_____

Name of Teacher_____ School_____ Date_____

In this questionnaire, you are asked to give your own feelings about the activity or unit you have just finished in your social studies class. You will not be graded on this and your honest opinion will improve social studies in Ottumwa.

In I and II place the correct letter in the space provided.

I. What did you think of the activity (unit) in terms of its <u>interest</u> to you?

____1. The unit or activity as a whole

____2. The reading in the unit

____3. The way the activity was taught

____4. The tapes, films and slides

____5. The simulation game

____6. The group activity

A. Uninteresting
B. Interesting
C. Very interesting
D. I do not remember
E. Does not apply

II. How much do you feel you <u>learned</u> from the following?

____1. The activity (unit) as a whole?

____2. The readings in the unit?

____3. The way the activity was taught?

____4. The tapes, films and slides?

____5. The simulation game?

____6. The group activities?

A. Nothing
B. Little
C. A great deal
D. I do not remember
E. Does not apply

III. Did you feel you knew what you were supposed to learn from the activity? (Place a check before the correct response below)

____1. Never

____2. Seldom

____3. Generally

____4. Always

IV. How does this activity compare with others you have studied? (Place a check before the correct response below)

____1. It was the hardest activity

____2. It was one of the harder ones

____3. It was about average in difficulty

____4. It was one of the easier activities

____5. It was the easiest subject I've had

V. How many hours a week did you spend on out of class preparation for the activity? (Place a check before the correct response below)

____1. None

____2. One-two hours

____3. Two-four hours

____4. More than four hours

____5. No homework required

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